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EDITORIAL NOTES.

GEORGE HERBERT LOCKE.

THIS Company of an Hundred Associates representing the progressive South has just held its eighth annual meeting at the University of Mississippi.

*THE ASSOCIATION
OF COLLEGES AND
PREPARATORY
SCHOOLS OF THE
SOUTHERN STATES*

Organized for work and not for mere pleasure, with a constitution simply and clearly defined, with a loyal institutional and personal membership, this is the greatest single force for definite educational upbuilding in the South. The object of the association, as stated in its constitution, is "to consider the qualification of candidates for admission to college, the methods of admission, the character of the preparatory schools, the courses of study in the colleges and schools, including their order, number, etc., as well as such other subjects as tend to the promotion of interests common to colleges and preparatory schools." During the eight years of its existence the reforms inaugurated and carried through are remarkable. If one looks back from the present vantage-ground, they seem not so striking; but if he looks forward from the point at which the association started and thinks upon the obstacles that have been overcome, he must be impressed by the solidity and durability that characterize the progress that has been made. Prejudice, conservatism, denominationalism, jealousy and their attendant evils, made many attempts to block the progress, but the onward march swept slowly and surely forward without making enemies or estranging friends. True, there must have been many who viewed the association's measures with but little favor; but, as they saw what its progress meant to education and realized their own inefficiency, they brought up their requirements to the standard demanded of all who sought admission to the association. This has meant the abolition of preparatory departments in connection with universities, a great diminution of the number of preparatory schools that give degrees, and the adoption by all the colleges in membership of written entrance examinations in English, history, geography, mathematics, Latin and Greek. The adoption of such reforms as these has resulted in the development of the better class of preparatory schools which now may be assured of an existence, and an opportunity of keeping their boys for a reasonable length of time. So low were the standards prior to the establishment of this association, that many colleges would receive boys of thirteen, fourteen, or fifteen years of age, who had been one or two years in a preparatory school. It has encouraged the establishment of high schools in much the same manner, as graduation from the grammar grades was formerly considered by too many colleges sufficient for admission to college. Thus the progress has been, not emotional and sporadic, but solid and substantial.

At this meeting at the University of Mississippi one could not but be impressed with the earnestness of purpose, the keen business sense, the high quality of intellectual contribution that characterized all the sessions, and the charm of social life and hospitality for which this state and university are so famous. The address of the president, Professor Edwin Mims of Trinity College, North Carolina, was an appreciation of the work of President Eliot of Harvard, and the note of inspiration and optimism that he struck set the tone for the whole meeting. The practice in regard to the admission of "irregular" and "special" students was well canvassed by President George Denny of Washington and Lee, and Mr. C. B. Wallace of the University School, Nashville. It was plainly intimated that all students were not entering through the door into the fold, but were "climbing up some other way." Ways and means were devised in executive session by which the side entrances of institutions belonging to the association will be more carefully guarded. One of the most scholarly and suggestive papers of the meeting was by Professor F. W. Moore of Vanderbilt, on "The Status of History in the Colleges and Schools of the South." The information was full and accurate, and revealed to the delegates the necessity of developing this great work. Mr. Moore was specially happy in his remarks about the place of southern history in the schools. Professor Saunders of the University of Mississippi, and Professor Claxton of the University of Tennessee, spoke of the promising outlook for the Public High School in the South. Mr. Saunders's paper had very valuable statistics, and is perhaps the most complete statement of the problem and progress of the public high school in the South that has yet appeared. It will be published in this journal. Mr. Claxton's paper dealt with conditions encountered by the General Education Board. His description of the experiment of school consolidation now being tried in Tennessee, supported by local people, stimulated by the educators, and supplemented by the General Education Board, was one of the most interesting incidents of the meeting. Mr. Claxton and his colleagues interested in the progress of education presented to this locality, then poorly served with educational advantages, a plan of consolidation by which some of the disadvantages might be overcome. So impressed were the people that they raised eight thousand dollars, purchased ten acres of land, and prepared to build. The General Education Board believes in helping them who help themselves, and have supplemented this amount. There will be a school building capable of extension at a moderate cost, a house for the teacher, and enough land and of such quality as to provide recreation, occupation, and revenue. The paper on "Athletic Control in School and College," by Professor Dudley of Vanderbilt, showed that they are harassed with the same problems as we in the North. It was difficult to separate this discussion from that of "special and irregular" students, the reason for which will doubtless be obvious to the reader. The closing session took the form of a general meeting in the college chapel, at which addresses were made by State Super-

intendent Whitfield, President Alderman of Tulane University, Chancellor Chaplin of Washington University, and Professor George H. Locke of the University of Chicago. The general topic was "Educational Problems in the Southern States."

This association impresses one as being a legislative body called together to deliberate earnestly, thoughtfully and calmly upon problems that concern the well-being of a vast population. It is in striking contrast to many of our gatherings in that the membership is institutional, and upon vital matters the vote is institutional, not personal. It not only sets up standards and makes laws, but investigates the conduct of the institutions in regard to the observance of the laws. The establishment of a reasonable and attainable standard has been the means of raising the level and the ideals of education throughout the South, and Chancellor Kirkland of Vanderbilt, the inspirer and organizer of this powerful association, must have been gratified at this the most successful of its meetings.

An association could not have had a warmer welcome than that given by the chancellor and members of the faculty of the University of Mississippi, and one of the most hopeful signs was the large attendance of teachers from the public schools of the state.

PRESIDENT BUTLER'S first annual report to the trustees of Columbia University has created a mild sensation. The point that has attracted public interest and given the newspapers a chance to use their display type has reference to the suggestion that the A.B. degree be conferred at the end of the second year in college and the A.M. at the end of the fourth. President Butler explains that the high school is pressing up into the college, and in many cases is doing the work of the first two years of the college, the professional schools are pressing down into the college and claiming that the last two years should be given up to work that bears upon the professional ideal, and the college proper is threatened with extinction. He proposes therefore to fix the place of the high school with its four years' course, the college with its two years' course, and the professional school with its four years' course. The A.M. and Ph.D., the LL.B., the M.D. and B.D., mark the graduate in the professional schools of arts, law, medicine, and theology. The great objection that will be raised by many is that the degree of A.B. is being debased by being conferred at the end of only two years. To this President Butler answers that it means now at least twice as much as did the A.B. of our grandfathers, and that even as it is there is no uniform significance to this degree in America. It does not mean four years of college residence, and the degrees of no two colleges mean the same thing. Therefore something ought to be done whereby definiteness and increasing uniformity might be brought into this degree.

From another standpoint the president comes to the same conclusion.

He asks us to agree that there is waste in education—and who will deny it? It is not in the high school with its four years' course—that is short enough for the great work; it cannot be in the professional schools, for they have just lengthened their term. There remain two places where there seems to be waste—the elementary school and the college. That there is a waste in elementary education, that the work now done in eight years can be done in six without overstraining, will be acknowledged by almost every educator. The other place is in the college, and it is with a view to remedying this waste that the president has suggested this plan. The work in this two years' course would be heavier and more concentrated, and Mr. Butler suggests that it ought to contain work in English, mathematics, Latin, one modern language, one experimental science, economics and philosophy. It remains therefore that for those who are preparing for professorships and for expert service in other ways there will be the four busy college years with the degree of A.M. at their close; for those who propose to enter the professions of medicine, law, theology, etc., there are two college years followed by three or four years of technical or professional study. That such a plan as this is not a new thing, but has been in the making for some time, we can see from the certificate of Associate in Arts granted by the University of Chicago at the end of the sophomore year and which admits to the medical and to the law schools. This plan will doubtless give rise to some interesting discussions, and our readers should have before them a clear picture of what is desired. If President Butler had his way, it is likely we should have graduation from the grammar grades at twelve, from the high school at sixteen, from the college at eighteen, and from the university at twenty-two. This seems possible, and perhaps desirable.

ONE of the most interesting and practical contributions to the discussion which followed Professor Tyler's address on "How Shall We Adapt Our System of Education to Present Needs,"¹ was made by Mr.

*THE HIGH SCHOOL
AND THE
PLAYGROUND*

William Orr, principal of the high school at Springfield, Mass.

He outlined the plan followed in his school in the matter of physical development of boys, as follows: Every boy in the school reports twice a week at the gymnasium for the simpler forms of what is known as the setting up exercises, to correct defects in posture, breathing, walking, sitting, and standing—an exercise somewhat analogous to that through which recruits are put in training for military service, but by no means as rigid. After that, for ten or fifteen minutes the boys are allowed some active play, and he believes the all-around benefit is much greater from such play than from any rigid, prescribed form of military exercise. This further description of the teacher, his relationship to the boys on the athletic field, and the results upon the more definitely intellectual work at the school, are very suggestive, but specially applicable to the situation

¹ See page 742.

in almost all our high schools, are his remarks in regard to the relationship existing between the school building and the playground. He regrets that, while there is in Springfield a \$400,000 building, there is but a \$10 playground. Situated in a quiet New England city, with a prejudice against playing in the street—the only available place—he finds it impossible to provide the boys with a natural outlet for the exuberance of their youth. Walking for health's sake is a melancholy thing, but no more so than the strictly prescribed physical exercise, measured out in minute fashion after the tabloid form, and he longs for the playground in connection with the school, where the boy can go, heart, soul, body, mind, and spirit, into a game, forgetting all about himself, and both the idea of standing up with his fellows, and being a man among them. This is a vital question, and Mr. Orr will find many sympathizers among the principals of our high schools, to whom the subject of physical training, with its corollaries of inter-scholastic contests and deficient moral ideas, is a vexing problem.

THERE is no state in the Union that has been evincing such an interest in education during the past year as the "Mother of Presidents." The meeting of the Constitutional Convention made it necessary
THE HIGH SCHOOL IN VIRGINIA that the educational interests should be thoroughly investigated and the best parts conserved. This discussion has borne fruit and one of the best and most statesmanlike utterances has just been made by Professor Paul B. Barringer, chairman of the faculty of the University of Virginia. The opening and the closing paragraphs are specially interesting and will give our readers a fairly adequate idea of the prospects for better higher education in Virginia. Mr. Barringer said :

I take the position regarding the public schools of Virginia that there is but one course that can offer hope for this state, and that is a complete, general non-sectarian system of education, such as was proposed by Mr. Jefferson one hundred and twenty-five years ago—a system of elementary schools, a complete system of public high schools or academies, and a university. This is exactly the system which has made the states of the North and West what they are today in wealth and power, and it has been the lack of such an educational machine that has caused Virginia to drop from her one-time position of primacy in wealth and influence to the position which she now occupies—some twenty-five from the top in a total of forty-five states.

The question is: How can we make the public-school system of the state a whole—a unit? In answer I would say, by the creation in every county of a rural public high school. The country is the place to rear boys. It is better from the standpoint of health, of morals, and of economy. These high schools will give a stimulus to every common school in the county. Boys who previously looked forward to nothing more than the "three R's" will look forward to and strive for a high-school education. For a majority of the callings in life a good high-school education is all that is needed; but for those chosen spirits that show in the high school unusual capacity the university will stand ready.

The University of Virginia, on its part, should make provision to give every graduate of every public high school in the state absolutely free tuition. This can be

done for less than ten thousand dollars a year—a sum that would run the public schools of the state but a few hours. In other words, I believe in changing the university to fit the public schools, and changing the public schools to fit the university. Let us have an organic connection throughout the whole, so that a stimulus applied at any part will be felt throughout the entire system. When this is done, Virginia will once more take her natural place in the galaxy of states, and will prosper as she has never prospered before. The spirit of Jefferson is here, and here will come the strong, the virile, and the free—the university will shine as a city hat is set upon a hill, and all things will turn toward the light.